

## The Quality Practice Tool

The Quality Practice Tool can be used in observational contexts (when you are observing the practice of another practitioner) or in self-assessment contexts (when you are reflecting on your own practice). The tool is the same for both contexts.

As you are observing the session/reflecting on your recent practice, please read each item description; think about the extent to which the practice is implemented fully, partially, or not at all; and mark the corresponding box. Add notes on what you are seeing/recall doing in the ‘evidence’ box.

If you want to change any of your ratings, please mark an “X” through the old response and fill in the new one.

Please do not skip any items unless ‘not observed’ - see notes in items below.

Please note that where the QPT refers to ‘practitioners’, this includes staff and volunteers.

Thank you!

### A: Basic information

<b>Name of the programme/project/session:</b>	
<b>Date of observation:</b>	
<b>Length of observation:</b>	
<b>Name of person completing the form:</b>	

## B: How are you using this tool?

Self-reflection	Peer-assessment	Line manager observation	External observation
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## C: Practice Observations

### Scoring -

5 = full implementation – all aspects of practice are present, for all young people

3 = partial implementation – some aspects of practice present and/or only for some young people

1 = low implementation – no or few aspects of practice present, for few or no young people

Area 1 – WARMTH			1	3	5
1	<b>Warm welcome</b>	<p>Practitioner tone, body language, and words convey a warm greeting to each young person during their entry into the provision space or setting including:</p> <ul style="list-style-type: none"> <li>• Proximity (meet at door or equivalent, stand close or sit with)</li> <li>• Smiling facial expression, warm tone used with a positive verbal greeting</li> <li>• Eye contact, and guidance about what to do next (can be to whole group at end of entry) such as “go ahead and take a seat”, “the activities we’ve got on today are....”, or “help yourself to a drink and a snack before we get going”.</li> </ul> <p>For younger young people (or any young people who are distressed), the greeting may include consoling or reassurance.</p>			
	<b>Evidence</b>				

2	<b>Acknowledge and adjust</b>	Practitioners acknowledge and validate young people’s tone, body language, and words in both informal interactions and structured activities.  e.g. adjust activity plans (including the topic of discussions) based on young people’s emotional needs, energy, and focus; practitioners encourage creativity and highlight choices.			
	<b>Evidence:</b>				
3	<b>Emotion management</b>	Practitioners use calm tone and body language during moments of emotionally-charged expression or interaction.  e.g. adults appropriately challenge resistant young people without harsh tone and move toward young people to engage warmly.			
	<b>Evidence:</b>				

<b>Area 2 – RESPONSIVENESS</b>			1	3	5
4	<b>Promote focus</b>	Practitioners promote and enable young people’s focus as appropriate in the session or interaction.  e.g. music turned down; “let’s have five minutes of quiet time to help us get this done”, “let’s meet in the café for a brew and chat”, “run around to get warm for two mins then let’s huddle in a circle”.			
	<b>Evidence:</b>				
5	<b>Promote accountability</b>	Practitioners encourage young people to authentically engage during both informal interactions and structured activities; and/or practitioners support young people to notice and understand the impact of their behaviour.  e.g. practitioners point out when young people are breaking group agreements or established ground rules, or using violent/sexual language or inappropriate gestures.			
	<b>Evidence:</b>				

6	<b>Restore balance after conflict</b>	<p>For incidences of conflict, bullying, or exclusion/bias (e.g. on the basis of ability, religion, culture, race/ethnicity, class, gender, appearance, or sexual orientation), practitioners guide young people towards a resolution in that moment.</p> <p>e.g. apology, conflict resolution steps, discuss group agreements.</p> <p>For young people who use negative self-talk, staff <i>redirect</i> to more appreciative language. e.g. “yes, she is good at art but so are you, look what you’ve done”.</p> <p><i>[Do not score if bias, social conflict, etc. did not occur and are therefore Not Observed]</i></p>			
	<b>Evidence:</b>				
7	<b>Response to emotional upset</b>	<p>Young people experiencing emotional distress (e.g. agitated, worried, panic, grief or anger) are provided one of three options:</p> <ul style="list-style-type: none"> <li>• A private space or other basic support (e.g. tactile object);</li> <li>• A one to one with a trusted adult in a different space if possible (e.g. hallway, quiet space or other room); or</li> <li>• A group process session with trusted peers/adult and ground rules.</li> </ul> <p>Option includes supports for understanding emotion causes/effects, constructive handling of behaviour, focusing awareness on present moment sensations and feelings.</p> <p><i>[Do not score if emotional upset did not occur and is therefore Not Observed]</i></p>			

	<b>Evidence:</b>				
<b>Area 3 – SCAFFOLDING</b>			1	3	5
8	<b>Explain steps</b>	Practitioners break down activities and processes into simpler steps that are explained to the young people, <i>both</i> before they begin and during the activity.  e.g. breaking down a team challenge into parts, steps in making a poster set out verbally, visually or in written format.			
	<b>Evidence:</b>				
9	<b>Provide models</b>	Practitioners provide ‘models’ for the young people, <i>both</i> before they begin and during the activity  e.g. a mind map, demonstration of mixing music.			
	<b>Evidence:</b>				

10	<b>Link to experience</b>	Practitioners ask young people to discuss connections between activities and the young people's prior experience.  e.g. "who has played dodge ball before?", "how many people played?", "what were the rules, how did it go?".  Practitioners say; "Do you remember...?" or "Have you ever...?"			
	<b>Evidence:</b>				
11	<b>Link to categories</b>	Practitioners refer to more general or abstract categories as regularly as possible to support the young people to build a mental map for new ideas.  e.g. a blog is like a diary, a rap is like a poem and type of song combined, rounders is a bit like softball.			
	<b>Evidence:</b>				

12	<b>Emotion vocabulary</b>	Practitioners use terms and concepts related to feelings and emotions. e.g. “you look happy today... are you feeling happy?”.			
	<b>Evidence:</b>				
13	<b>Promote efficacy</b>	Practitioners promote young people’s positive beliefs about their own skills by: <ul style="list-style-type: none"> <li>• Verbally attributing young people’s success to their effort, strategy, attention, practice, or persistence (e.g., “It may take some extra practice, but you’re already getting better at it” or “I could see you really focusing on that, and it paid off!”);</li> <li>• Providing young people with opportunities to give and receive affirmations and appreciations to self and/or others (e.g. group feedback cards or round of thanks); and/or</li> <li>• Encouraging making and learning from mistakes (e.g. “wow, that didn’t quite go how we planned, did it - but at least we tried!” - “what did we learn, what can we do differently next time?”).</li> </ul>			
	<b>Evidence:</b>				



14	<b>Promote teamwork</b>	<p>Young people (can be different young people at different points during the observation/session) are guided toward the following experiences: working towards a shared goal (e.g., organised group projects or games), mentoring another young person (e.g. older helps younger to use equipment), or leading a group activity (e.g. leads icebreaker activity or warm up).</p> <p><i>[Do not score if teamwork was not relevant (e.g. mentoring or one to one support) and is therefore Not Observed].</i></p>			
	<b>Evidence:</b>				
15	<b>Promote responsibility</b>	<p>Young people have multiple opportunities to be responsible for collective tasks and projects.</p> <p>e.g. setting up a session, running an icebreaker, making drinks, communicating important information to peers etc..</p>			
	<b>Evidence:</b>				

<b>Area 4 – AWARENESS</b>		1	3	5	
16	<b>Reflect on experience</b>	Practitioners ask young people to use their experience to generate plans, goals, or alternatives as part of activities or discussions.  e.g. “what could Fin do right now, what are their options in this situation? Can you think of at least three ideas?”			
	<b>Evidence:</b>				
17	<b>Reflect on provision</b>	Practitioners ask young people to evaluate informal or structured activity content.  e.g. show thumbs; take a survey, give feedback.			
	<b>Evidence:</b>				

18	<b>Reflect on diversity of experience</b>	Practitioners encourage young people to reflect on the differences in and between their previous experiences (e.g. “how did you feel when you walked into a room where you didn't know anyone?”) and practitioners provide guidance about how to reflect on diverse experiences with openness (e.g. "we all have different opinions about who is the best football team, and that’s okay!”)			
	<b>Evidence:</b>				
19	<b>Reflect on emotion and behaviour</b>	Practitioners ask young people to discuss causes and effects of emotions and behaviour and how to handle them constructively using either past real experiences or fictional events.  e.g. “How could you influence the group without getting angry or walking out?”, “Did you see XXX last night, how did they feel and how could they have handled it better?”.  AND/OR practitioners give examples of cause and effect (e.g. “If you do this, this is likely to happen (cause and effect)”); or, “how could we have done that better?” (constructive handling).			
	<b>Evidence:</b>				

20	<b>Reflect on mind-body</b>	<p>Practitioners provide opportunities for young people to bring the focus of awareness to the present moment (e.g. take a deep breath, feel your feet on the floor for a moment).</p> <p>AND/OR</p> <p>Practitioners help young people to discuss or observe quietly their physical sensations and feelings (e.g. “what were you thinking and what was going on in your body just before you threw the chair?”).</p> <p>AND/OR</p> <p>Practitioners guide young people to calm and quiet states during activities (e.g. find a quiet space, soft music, dim lights, sensory/safe space, tactile materials, mats/carpet).</p>			
	<b>Evidence:</b>				

**Score Summary**

Area	Total Score	Mean (average) Score
Warmth		
Responsiveness		
Scaffolding skills		
Awareness		
Total		